

MUSIC TARGETS

for Sixth Graders (MU 1560)



Practice Develops Confidence

This space is for the student's imagination



Student _____ Teacher _____

Sixth Grade Music Targets



= Work in Progress



= Competency Achieved

SINGING and PLAYING Students will use the body, voice, and instruments as means of musical expression.	LISTENING Students will analyze, and describe music elements and personal music skills and enjoyment.
<div data-bbox="175 619 256 699"><input type="checkbox"/></div> Sing a variety of songs in both major and minor keys with sensitivity to the expressive qualities within the music. <div data-bbox="175 751 256 831"><input type="checkbox"/></div> Sing 2 or 3 part harmonies by adding parallel thirds, and sixths. <div data-bbox="175 873 256 953"><input type="checkbox"/></div> Play simple 3 chord accompaniments (I, VI, V7) on an autoharp, ukelele, guitar, or similar harmonic instrument. <div data-bbox="175 1005 256 1085"><input type="checkbox"/></div> Demonstrate the ability to sing and play together of simple folk and traditional songs in the keys of C, D, F, and G.	<div data-bbox="881 646 963 726"><input type="checkbox"/></div> Differentiate between chordal and textural harmonies (monophonic, homophonic, polyphonic). <div data-bbox="881 779 963 858"><input type="checkbox"/></div> Identify and describe the differences in musical elements that produce variations in musical style. <div data-bbox="881 900 963 980"><input type="checkbox"/></div> Distinguish between major and minor modes in familiar songs and listening selections. <div data-bbox="881 1033 963 1113"><input type="checkbox"/></div> Identify and describe the manipulation of musical elements that produce different kinds of musical compositions (opera, ballet, symphony, oratorio, musical theatre).
EXPLORING and CREATING Students will explore sounds and create musical expressions.	CONNECTING Students will connect music to personal growth, joy of living, traditions, culture and history.
<div data-bbox="175 1356 256 1436"><input type="checkbox"/></div> Improvise simple melodies that retain tonal center, metric and harmonic consistency. <div data-bbox="175 1478 256 1558"><input type="checkbox"/></div> Compose an original song using lyrics from a current experience, idea, or feeling, accompanied by a simple melodic line. <div data-bbox="175 1621 256 1701"><input type="checkbox"/></div> Explore the use of percussion and melodic instruments together to create a textural accompaniment for a familiar song. <div data-bbox="175 1753 256 1833"><input type="checkbox"/></div> Create a notated score for an original or familiar song.	<div data-bbox="881 1356 963 1436"><input type="checkbox"/></div> Learn a song from some other country of the world that you can share with your class. <div data-bbox="881 1478 963 1558"><input type="checkbox"/></div> Describe how music is sung, played, or performed in the country from which your ancestor came. <div data-bbox="881 1621 963 1701"><input type="checkbox"/></div> Plan a musical celebration representative of a favorite holiday from another country. <div data-bbox="881 1753 963 1833"><input type="checkbox"/></div> Plan a musical celebration of songs and dances that would take your school audience on a visit to several countries/cultures from around the world.

Student, Parent, and Teacher Resources for Sixth Grade Music



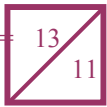


Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.

















Suggestions for Singing and Playing Please consider additional music that has relevance to your particular students' interests and learning.		
America America, the Beautiful Are You Sleeping? Battle Hymn of the Republic Catch a Falling Star Danny Boy Deep in the Heart of Texas Do Lord Dona Dona (<u>Jewish</u>) Dona Nobis Pacem Down the Ohio Eres Tu Go, My Son (<u>Native American</u>)	Good King Wenceslas Hava Nagila (<u>Jewish</u>) If I Had a Hammer I Got Rhythm Jamaica Farewell Little Wheel A-Turnin' Love in Any Language Kum Ba Yah (<u>Africa</u>) Michael Row the Boat Ashore Music Alone Shall Live Now is the Month of Maying Now Let Me Fly Old Abram Brown Old Joe Clark	Rock-a My Soul Scarborough Fair Siyahamba (<u>Zulu</u>) Sometimes I Feel Like a Motherless Child Star Spangled Banner Suliram (<u>Indonesia</u>) Swing Low, Sweet Chariot The Water is Wide Vive L'Amor When the Saints Go Marching In Wraggle Taggle Gypsies (<u>England</u>) Yesterday Yibane Amenu (<u>Israel</u>)

Suggestions for Listening and Connecting		
Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances		
<u>Songs</u>	<u>Culture</u>	
A Boat on the Lake	China	<u>Examples of Folk Song:</u> Simple Gifts, The Water is Wide
The Cowpoke	Mexico	<u>Example of Gospel Song:</u> Rock-a My Soul
Las Mananitas	Mexico	<u>Example of Popular Song:</u> Lean on Me
Asadoya	Okinawa	<u>Example of Jazz Song:</u> I Got Rhythm
El Capotin	Puerto Rico	<u>Example of Minor Song:</u> Joshua Fought the Battle of Jericho
Minka	Russia	<u>Example of Big Band:</u> Miller: <i>In The Mood</i>
Song of the Water	Venezuela	<u>Examples of Opera:</u>
Hold ‘em Joe	West Indies	Rossini: <i>Barber of Seville</i> , “Largo al Factotum”
Leavin’ for Chile	Chile	Bizet: <i>Carmen</i> , “Habanera,” “Toreador’s Song”
		Mozart: <i>Marriage of Figaro</i> , “Voi Che Sapete”
		<u>Examples of Symphony:</u>
		Haydn: <i>Surprise Symphony</i> (#94), Movement I
		Mozart: <i>Symphony No. 40</i> , Movement I
		<u>Examples of Ballet:</u> Review <i>Nutcracker</i> , <i>Firebird</i> , <i>Rodeo</i>
		<u>Example of Oratorio:</u> Handel: <i>Messiah</i> , “Hallelujah Chorus”
		<u>Example of Choral:</u> Bach: <i>Jesu, Joy of Man’s Desiring</i>
		<u>Example of Concerto:</u> Vivaldi: <i>The Seasons</i> (review)
		Gershwin: <i>Piano Concerto in F</i> , Movement III
		<u>Example of Musical:</u> Bernstein: <i>West Side Story</i> , Review 4th grade selections
		<u>Example of Overture:</u> Brahms: <i>Academic Festival Overture</i>
		Mozart: <i>Marriage of Figaro Overture</i>

For resources visit the Fine Arts Web Page: <http://www.usoe.k12.ut.us/curr/fineart>



Key: Students  Work in Progress  Competency Achieved	Teachers Mtns =  13 11 = Stars	Students' Final Results  Mountains  Stars
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SINGING and PLAYING Students will use the body, voice, and instruments as means of musical expression.	LISTENING Students will analyze, and describe music elements and personal music skills and enjoyment.
 Sing a variety of songs in both major and minor keys with sensitivity to the expressive qualities within the music.  Sing 2 or 3 part harmonies by adding parallel thirds, and sixths.  Play simple 3 chord accompaniments (I, VI, V7) on an autoharp, ukelele, guitar, or similar harmonic instrument.  Demonstrate the ability to sing and play together of simple folk and traditional songs in the keys of C, D, F, and G.	 Differentiate between chordal and textural harmonies (monophonic, homophonic, polyphonic).  Identify and describe the differences in musical elements that produce variations in musical style.  Distinguish between major and minor modes in familiar songs and listening selections.  Identify and describe the manipulation of musical elements that produce different kinds of musical compositions (opera, ballet, symphony, oratorio, musical theatre).
EXPLORING and CREATING Students will explore sounds and create musical expressions.	CONNECTING Students will connect music to personal growth, joy of living, traditions, culture and history.
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K-6 Music Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. Connecting is not charted developmentally and Singing and Playing have been given separate columns. If you find that your students are not performing at the indicated level, then review as many of the skills and related understandings contained in the levels above as necessary to bring them to grade level ability.

	SINGING	PLAYING	CREATING	LISTENING
K	Simple songs and singing games Natural voice with clear diction	Basic beat w/body percussion Basic beat w/ unpitched percussion	Create patterns for patting basic beat; e.g., sequence 4 body parts of children's choice and change every 8 beats; try changing every 4 beats; change body parts. Sing two-note responses (so, mi) matching pitch & interval; e.g., teacher sings a question and the student response by improvising a so/mi answer to the question.	Respond to beat and rhythm. Respond to expressive qualities (loud/soft, fast/slow). Develop "inner hearing" (feeling) for beat. Respond to simple textural differences (many/few).
1	Folk and traditional songs Pitch and interval skills	Strong and weak beats Simple metric patterns	Create strong-beat/weak-beat percussion patterns; e.g., create a sequence of four phrases where the students clap on beat 1 and pat a body part on beats 2, 3 & 4; repeat the sequence; change the sequence. Sing three-note response (so, mi, la) to match pitch & interval; e.g., teacher sings a question and the student response by improvising a so, mi, la answer to the question.	Recognize vocal timbres (familiar people). Respond to thematic or story music. Develop "inner hearing" (feeling) for beat. Identify sound sources (environment)
2	Echo or call and response songs Supported sound alone or w/a group	Simple rhythmic ostinatos Phrase length patterns	Introduce divided beat into a basic beat sequence; e.g., have children create a hand jive to a known song where the actions require a divided beat on count three: □ pat, clap, pat-pat, clap. Create call and response phrases matching pitch, interval and rhythm; e.g. have children create a standard call on a school theme: □ □ "What's your fav-rite sub-ject?"- have students improvise their answers in turn.	Respond to metric beat groupings. Echo/call and response patterns (rhythm and melody). Develop sensitivity in group performance. Identify instrumental tone color in family groups.
3	Variety of songs including multicultural Melodic ostinatos, partner songs, rounds	Patterns in ensemble playing (linear) Layered rhythmic patterns (vertical)	Play rhythm patterns of the students' creation; e.g., working with 4-beat patterns have each student create their own rhythm pattern; group four different patterns into a sequence; play the sequence using body percussion or unpitched percussion instruments; repeat the sequence; change the sequence. Sing simple vocal ostinati to harmonically accompany a folk or traditional song; e.g., have students select a simple familiar song and create their own ostinato (guided creations, melody & lyrics) to harmonically accompany the song.	Respond to simple compositional forms (AB, ABA, ABACADA). Respond to the occurrence of chord changes. Identify specific instrumental tone colors. Expression of music mood changes.
4	Extended repertoire of styles and cultures Countermelodies and descants	Melodic instruments introductions Echo/call & response melodic phrases	Introduce the concept of rhythmic texture in body percussion or instrumental playing; e.g., have students create two separate 4-bar rhythm sequences in the same meter and play them together. Introduce the concept of tonal center in vocal or instrumental melodies; e.g., have the students create a simple 8-bar melody (guided creation) that begins and ends on "do".	Recognize and respond to tonal center. Differentiate characteristics of band and orchestra instrumental sound. Identify contrasting and repeating musical phrases. Compare musical elements and tone colors from diverse cultures.
5	Differentiate chest and head voice Control phrasing and articulation	Simple harmonic instruments (autoharp) Accompaniment of solo or group singing	Introduce theme and variation in vocal or instrumental music; e.g., have students begin with a familiar song in which they select a phrase or cadence from which they will create a variation of the melody, rhythm, meter, or lyrics. Create simple accompaniment for a familiar folk or traditional song; e.g., select a familiar 2-chord song and create accompaniment rhythm patterns on any harmonic/melodic instruments the students have been working with in class; try playing 2 different instruments together such as recorder & auto harp; try adding one or a few unpitched percussion instruments for texture.	Identify the elements that create texture/harmony. Identify theme and variation. Identify specific metric patterns (time signatures). Identify different vocal timbres/range.
6	Qualities of major and minor modes Parallel harmony in 2 or 3 part songs	Playing of 3 or more chord accompaniments Singing and playing at the same time	Introduce the musical concept of style and the elements that generate stylistic differences; e.g., take a known song and make a new arrangement of the song (folk to rock), changing the beat, accents, tempo, and other expressive qualities of the music. Create a simple accompaniment for a familiar three-chord folk song; e.g., create rhythm/strum patterns, riffs, interludes or improvisations to create interest and musical individuality.	Identify chordal/textural harmonies (monophonic, homophonic, polyphonic). Identify the elements of style. Identify major and minor tonalities. Identify the elements of compositional genre (opera, symphony, musical theatre, etc.).

Elementary (K-6) Music Core Curriculum Overview

The Utah State Music Core divides the goals of music education into four elementary music standards: singing, playing, creating, and listening. The standards organize the curriculum into manageable units and guide the student through rich experiences in making and appreciating music. Each standard is divided into objectives, with appropriate indicators within each objective. The elementary music core also includes portfolio documents formatted into learning targets under each standard to facilitate student progress and encourage parental, teacher, and peer support.

Elementary Music Standards

Standard One: Singing

The student will develop the voice and body as instruments of musical expression.

This standard provides students with ability to recognize and take satisfaction in good singing. Activities include exploring the potential of the human voice to make sounds, using body movement to internalize sounds, and discovering how songs and singing games reveal history and ways of thinking. Developing an understanding of the historical and cultural context of the music being studied fosters unity with, and understanding of, one's family, classmates, school, community, and various cultural traditions.

Standard Two: Playing

The student will play instruments as a means of musical expression. Learning how to read music notation and evaluate the development of one's own playing skills accompanies this study. As is the case with singing, successfully playing a musical instrument nurtures self-discipline, cooperating, sensitivity, attentiveness, responsibility, and the joy of self-expression.

Standard Three: Creating

The student will create music through improvising, arranging, and composing. Involvement in the creative process is collaborative. The making of something new enables students to absorb the enthusiasm and joy of imagining, improvising, problem solving, synthesizing, decision-making, evaluating, and refining. Activities include experimentation with timbres, dynamics, temp, melodic and rhythmic patterns, textures, forms, and styles. Explorations include communicating aesthetically, relating the creative/experimental process in music to other fields, and representing musical sounds through notation.

Standard Four: Listening

The student will listen to, analyze, and describe music. Activities include learning how to evaluate quality while creating and performing music, finding personal meaning/purpose in various music selections, and the opportunity to become intimately acquainted with the nature and use of the music elements. Familiarity and understanding of these elements enables students to recognize how they are used in music to create meaning and communicate ideas and feelings about life. Students will gain familiarity with the musical works of many great composers and folk musicians. Students will gain understanding of how music affects an environment; how it relates to science, art, theatre, dance, mathematics, health, humanities, and the media; and how it provides a means for enriching and responding to life.

CORE CURRICULUM

Learning Goals in the Fine Arts

To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.